# Beyond the Horizon:



# *Expanding the Literacy Experiences of Disengaged Learners in Grades 4-12*

[www.beyondthehorizon.wikispaces.com](http://www.beyondthehorizon.wikispaces.com)

**ENVIRONMENTAL**: Beyond the Norm

*Struggling learners “will likely invest in activities they find interesting or valuable, if their environment is safe and supportive, and if difficulties do not lead to embarrassment or comparisons with more successful peers” (*Margolis & McCabe, 2004).

**GIST Strategy**: Write 15 key words about how to make your environment more engaging.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PERSONAL:** Beyond the First Day

*To engage in authentic care means teachers care about their students’ academic achievement, their personal lives, and their communities and families* (Shiller, 2009).

**Sketch to Stretch**- Draw a visual representation of what you understand now about building relationships with your students.

|  |
| --- |
|  |

Poll Questions: Beyond the First Day: [http://beyondthehorizon.wikispaces.com/Regina](http://www.google.com/url?q=http%3A%2F%2Fbeyondthehorizon.wikispaces.com%2FRegina&sa=D&sntz=1&usg=AFQjCNF3NagG0FqEgVtcUD-AKwsjrHitOQ)

Margolis, H, & McCabe, P.P. (2004). Self-efficacy: A key to improving the motivation of struggling

learners. *The Clearing House*, 77 (6), 241-249.

Schiller, J. T. (2009).”These are our children!” An examination of relationship-building practices

in urban high schools. *Urban Review*, 41, 461-485.



**PURPOSEFUL:** Beyond the Text

*Students who read with a purpose tend to comprehend what they read better than those who have no purpose* (Row & Smith, 2005).

**Turn and Talk:** Consider these questions. You will be asked to share your thoughts about this or something you have learned so far with a partner.

1. What was the last thing you read today? What was your purpose for reading?
2. Discuss one way you help your students set a purpose for reading.

**CULTURAL**: Beyond the Barriers

*“Culture is not something to teach. Culture is the way in which we respond, think, believe, feel, act, and learn”* (Flint, 2007).

**Stand Up, Hand Up, Pair Up:** Stand up with one hand in air until you find the closest person you haven’t talked to yet.

1. Do you know the cultures of all the students in your class?

2. What are two or three things you could change in your classroom to help create an equitable classroom community?

**THOUGHTFUL:** Beyond the Facts

*Content teachers can create the conditions for students that are associated with increased perceptions of competence and, consequently, a willingness to sustain effort to be successful readers*

(Brozo & Flynt, 2008)

**5 Components of an Engaging Lesson**

1. One or two focused outcomes (objectives)

2. Two MUST HAVE instructional strategies: Chunking and Student Discussion

3. Connected Before, During, and After literacy strategies

4. Four steps to explicit instruction: "I Do", "We Do", "Ya'll Do", "You Do"

5. Active Literacy: T.W.I.R.L! (Talk, Write, Investigate, Read, Listen)

Brozo, W., & Flynt, E.S. (2008). Motivating students to read in the content classroom: Six evidence

based principles. *The Reading Teacher*, 62 (2), 172-174.

Row, B. , & Smith, S. (2005). Teaching reading in today's middle schools. Boston: Houghton

Mifflin.

Flint, A. (2007). Getting to know students: developing culturally relevant practices for reading and writing.

In *Literate Lives: Teaching Reading and Writing in Elementary Classrooms* (pp. 58-84). Hoboken, NJ: Wiley.